Role of Chat GPT in Supporting Students to Complete Media Production Assignments

Bhawna Solanki,
Research Scholar
Department of Journalism & Mass Communication,
Banasthali Vidyapith, Rajasthan
Dr. Lokesh Sharma, Associate Professor,
Department of Journalism & Mass Communication,
Banasthali Vidyapith, Tonk, Rajasthan

Abstract: The Iintegration of Artificial Intelligence (AI) tools into education is transforming the way students approach creative tasks in fields like media production. This study examines how ChatGPT, a state-of-the-art AI tool, affects media production assignments' originality, content quality, and efficiency. A total of 120 undergraduate students from Delhi University enrolled in a Media centric course with Media Production as a subject were randomly assigned to two groups: an experimental group (using ChatGPT) and a control group (not using ChatGPT). The study employs a comparative research design to evaluate differences between the two groups in terms of creativity, quality, and efficiency. The Cognitive Load Theory(CLT) serves as the theoretical framework, suggesting that AI can reduce cognitive load, enabling students to focus more on creative tasks. Data were collected through instructor evaluations, project submissions, student surveys, and efficiency measures. Results indicate that the experimental group produced more creative, original, and technically polished work, completing assignments faster than the control group. Additionally, 85% of students using ChatGPT reported positive experiences, appreciating the tool's ability to assist with brainstorming and overcoming writer's block. The findings highlight the potential of Artificial

Intelligence, particularly ChatGPT in enhancing creativity and efficiency in media production assignments, but also emphasise how crucial it is to strike a balance between AI assistance and human creativity. The study recommends the integration of AI tools into media education curricula and suggests further research into the long-term impact of AI on students' creative development on the basis of different variables.

Keywords: AI, ChatGPT, Media Production, Assignments, Evaluation, Creativity, Efficiency

INTRODUCTION

The Media Production subject is a subject that combines theoretical knowledge with practical skills. It typically requires students to engage in hands-on assignments that test their ability to create scripts, storyboards, videos, and other forms of digital content. The process of developing these creative pieces requires a combination of conceptualization, technical proficiency, and a high degree of creativity. To create unique and creative content, students must not only understand the basic theories of media production but also put them to use in a practical situation. A key component of the learning process in media production is a knack for creativity, critical thought, and iterative improvement.

In recent years, the swift progression of technology has provided new avenues for students to augment their creative skills. The emergence of Artificial Intelligence (AI) tools, which have begun to gain traction in a number of industries, including education, is one of the most noteworthy advancements in this respect. From automating mundane tasks to offering creative support, artificial intelligence (AI) holds promise for helping students with a variety of academic tasks. In creative disciplines like media production, AI tools can significantly impact how students approach their assignments by lowering their cognitive load, increasing productivity, and even generating new ideas. ChatGPT, created by OpenAI, is an

AI tool that has garnered significant attention for its capacity to produce coherent and contextually relevant language from simple prompts. It assists students with diverse media production tasks, encompassing story idea generation, dialogue writing, script creation, and content refinement.

In particular, ChatGPT offers a unique advantage in creative fields where the generation of original ideas and content can often be a time-consuming and sometimes frustrating process. For students engaged in media production, the AI's ability to suggest narrative structures, overcome writer's block, and improve the quality of written content could prove invaluable. By leveraging AI, students might focus more on the higher-order creative aspects of their work rather than getting bogged down by technical or logistical hurdles.

This study seeks to explore how ChatGPT can assist students in Media Production subject, specifically focusing on its impact on scriptwriting, storyboarding, and digital content creation. The central aim of the research is to assess how the use of ChatGPT affects three key aspects of media production assignments: efficiency, originality, and content quality. Given the significance of these factors in the media production process, understanding the role of AI in supporting or enhancing student performance is crucial for future curriculum development.

Specifically, the study will seek to address the following research questions:

1. How does ChatGPT impact creativity, content quality, and efficiency in student media production assignments?
2. What are students' perceptions of ChatGPT in supporting their media production tasks?
3. How can AI tools like ChatGPT be integrated into media education curricula?

The possible advantages and difficulties of using AI technologies in creative curriculum are still subjects of growing interest as technology continues to transform education sector. Although artificial intelligence (AI) has the potential to

improve efficiency and creativity, there are also concerns about the influence of AI on conventional teaching techniques, the possibility of over reliance, and the possibility of homogenizing the creative expression. In order to preserve the integrity of the creative process, this study aims to provide insights on how AI can be utilised in media education subjects.

This study aims to add to the continuing discourse over the role of AI in education by examining how ChatGPT affects student performance and perceptions. It also offers evidence-based suggestions for teachers who are thinking about incorporating AI technologies into their curricula. As AI technology evolves and becomes more sophisticated, its integration into educational settings will likely continue to grow, offering new opportunities and challenges for both students and educators.

REVIEW OF LITERATURE

The integration of AI in education, especially within creative disciplines like media production, has the potential to significantly impact how students' approach problem-solving and creative tasks. While Artificial Intelligence (AI) is increasingly applied in higher education for technical and creative purposes, there remains a limited exploration of how tools like ChatGPT specifically influence creativity, efficiency, and content quality in media production.

AI in Media Education

AI tools are gaining traction in creative disciplines, particularly in scriptwriting, storyboarding, and content creation. AI technologies like ChatGPT can serve as cognitive assistants, helping students brainstorm ideas, refine content, and complete tasks more efficiently (Dillenbourg, 2016). However, the literature reveals a gap in how AI can be systematically integrated into educational frameworks, particularly in media production curricula.

Enhancing Creativity with AI Tools

Creativity is fundamental in media production, and AI tools like ChatGPT are viewed as valuable aids in generating creative ideas and refining the content. According to McCormick et al., 2021, AI encourages diverse thinking, allowing students to consider unusual project ideas. However, critics like Boden (2016) caution that if AI is utilized excessively, it may homogenize creative results. Striking a balance between AI assistance and student creativity is crucial for ensuring that AI tools enhance rather than stifle original thought.

Improving Efficiency and Quality of Outputs

The role of AI tools in improving efficiency is another prominent theme in the literature. AI can automate routine tasks such as grammar checks, formatting, and script drafting, freeing up students to focus on more complex and creative aspects of their projects. Woolf et al. (2021) suggest that such tools not only speed up the completion of assignments but also help in producing higher-quality work by reducing errors and inconsistencies.

RESEARCH METHODOLOGY

Research Design

A comparative research approach is used in this study to assess how ChatGPT affects students' media production assignments. By employing a comparison design, it is possible to directly evaluate the distinctions between two groups: those who utilize ChatGPT as an AI tool and those who complete their media creation projects using conventional techniques. This approach provides a structured way to compare outcomes related to creativity, content quality, and efficiency between the experimental group and the control group, ensuring that the impact of ChatGPT is clearly measurable.

The experimental group consists of 60 students who used ChatGPT for assistance in scriptwriting, storyboarding, and digital content creation. Throughout the

semester, these students had access to ChatGPT, and they were urged to make use of its features for ideation, screenplay drafting, dialogue refinement, and breaking through the creative block. Although they were still in charge of making the ultimate creative decisions, the technology was designed to help them streamline their creative tasks.

However, the control group, which also included 60 students, produced media using the conventional method, using their own abilities and methods to create material without the use of ChatGPT or any other AI-based technology. To make sure that the usage of ChatGPT was the only notable distinction between the two groups, both groups adhered to the identical course material and assignment format. This design enables a clear comparison between AI-assisted and traditional media production processes, focusing on the outcomes related to creativity, content quality, and efficiency.

By using this comparative approach, the study allows for a robust assessment of how the integration of AI tools, specifically ChatGPT, influences students' media production outcomes. In order ensure that the observed differences are due to the use of AI and not other causes, the research design further takes into consideration potential external variables.

Sampling Method and Sample Size

The sample for this study consisted of 120 undergraduate students studying Media Production subject at Delhi University. The students were randomly selected from two different sections of the course, each containing approximately 60 students. The use of random sampling is crucial to ensure that the groups were demographically and experientially similar, thereby eliminating potential biases in the comparison.

Additionally, random assignment ensured that any disparities between the groups in terms of prior media production experience, educational background, or other

variables related to demographics were equally distributed across the experimental and control groups. This reduced the risk of confounding variables affecting the results and strengthens the validity of the study's conclusions. The study is able to determine the influence of ChatGPT on the students' creative processes and outputs by making sure the two groups were as similar as possible.

A total of 120 students were selected as the sample on the basis of course structure and the need for a manageable yet statistically significant sample. With enough participants to gather meaningful data and maintain the study's viability in terms of time and resources, the sample size of 60 students per group allows for reasonable comparisons.

Theoretical Framework

The current study is theoretically grounded in Cognitive Load Theory (CLT), which upholds that students have a limited amount of cognitive resources available for information processing. CLT states that while too much cognitive load can impair cognitive processing and lower learning outcomes, an ideal degree of cognitive load encourages effective learning and problem-solving.

In the context of media production assignments, students are required to balance both creative thinking and technical tasks, which can impose high cognitive demands. Students frequently have difficulty juggling between several cognitive processes, including idea development, organization, and technical execution, when working on tasks like storyboarding, scriptwriting, and creating digital content. By automating repetitive tasks, making recommendations, and helping with idea development, artificial intelligence (AI) systems such as ChatGPT can lessen the unnecessary cognitive burden and free up students' time to concentrate on the higher-order creative aspects of the assignment.

By reducing extraneous load, ChatGPT can enable students to allocate more cognitive resources to problem-solving and creative decision-making, ultimately

improving the **quality** and **efficiency** of their work. This theoretical framework guides the study in understanding how AI tools might assist in reducing cognitive burden and enhancing the students' creative output in media production tasks.

Data Collection

Data for this study were collected from multiple sources to ensure a comprehensive assessment of the impact of ChatGPT on student media production assignments. The following methods were employed:

1. **Teacher Evaluations**: The final projects of both the experimental and control groups were evaluated by instructors based on a set of predefined criteria. Technical proficiency, creativity, and content quality were the three primary targets of these criteria. Instructors evaluated the story's uniqueness, the script's coherence and technical execution, the storyboarding's efficacy, and the overall production quality. Teacher evaluations were used to gauge the quality of the students' work and determine whether the experimental group, using ChatGPT, demonstrated a higher level of creativity and technical excellence.

2. **Project Submissions**: As part of their coursework, both groups had to finish the same assignments, which included writing scripts, creating digital content, and storyboarding. The submitted projects were evaluated based on a rubric that assessed various factors, such as narrative originality, technical execution, logical flow, and creative depth. These assignments provided concrete evidence of how the two groups approached their tasks and the differences in their final outputs, allowing for a direct comparison of content quality between AI-assisted and traditional methods.

3. **Student Surveys**: Following assignment completion, students were invited to respond to a survey that gauged their level of satisfaction using ChatGPT alongside other traditional methods. The survey included questions about the perceived

impact of ChatGPT on their creativity, workflow, and overall learning experience. Students were asked whether they found the AI tool helpful in overcoming creative blocks, generating ideas, or refining their content. Additionally, the survey collected feedback on whether students felt more productive or creative as a result of using ChatGPT. Students' opinions of AI's contribution to their creative process and its usefulness in assisting with media production chores were assessed through this survey.

4. **Efficiency Measures**: By monitoring the amount of time students spent on completing their assignments, efficiency was evaluated.The amount of time spent on each stage of the projects—such as brainstorming, drafting, and editing—was demanded from both groups. The time data were analyzed to compare the overall time efficiency between the experimental and control groups. The study measured how long it took students to finish their projects in order to ascertain whether ChatGPT's help resulted in quicker assignment completion, possibly as a result of less cognitive load or more efficient content creation procedures.

Data Analysis

To compare the performance of the two groups, data from efficiency metrics, student questionnaires, teacher evaluations, and project submissions were evaluated using independent t-tests and descriptive statistics. The following aspects were analyzed:

1. **Creativity**: Teacher assessments and students' feedback were used to evaluate the level of creativity exhibited in the assignments. The creative evaluations were summed up using descriptive statistics, and the creativity scores of experimental and control groups' were compared using independent t-tests.

2. **Content Quality**: Scores pertaining to technical proficiency, coherence, originality, and overall execution were obtained from instructors' rubric-based

assessments. The rubric scores were summarized using descriptive statistics, and the content quality of the two groups was compared using t-tests.

3. **Efficiency**: Efficiency was measured by comparing the average time spent on assignments by both groups. Descriptive statistics provided an overview of the time spent on each assignment, while t-tests compared the average completion times for the experimental and control groups.

4. **Student Satisfaction**: Survey responses were analyzed to assess students' satisfaction with their respective tools. Descriptive statistics summarized the overall satisfaction levels, and responses to open-ended questions were coded and analyzed qualitatively to provide deeper insights into the students' experiences with ChatGPT.

By combining both quantitative and qualitative data, this study offers a comprehensive evaluation of how ChatGPT influences creativity, content quality, and efficiency in student media production assignments.

FINDINGS

In this section, we will go into more detail about the study's main conclusions with an emphasis on the three primary research areas of innovation, content quality, and efficiency. When compared to the control group, which did not receive AI support, the results show that students who utilised ChatGPT for media production tasks showed notable gains in these domains. In-depth analysis of the findings are provided in each of the following sub-sections, offering insights into how ChatGPT affected the work done by students and the potential implications for media production education.

1. Creativity: Enhancing Originality and Innovation

One of the most striking findings of this study was the increase in creativity observed in the experimental group, those who used ChatGPT. Students in the

experimental group were able to generate more imaginative and complex ideas than those in the control group in terms of originality and narrative complexity.

Creative Idea Generation

According to the experimental group's students, ChatGPT assisted them in overcoming common barriers to creativity, such as lack of inspiration or writer's block. Students found it simpler to start off the creative process when the AI tool was used to provide prompts, story ideas, or dialogue suggestions. Students were able to experiment with different approaches for their media projects because to the AI's capacity to generate a wide range of ideas on demand, which produced richer, more diverse outcomes.

For example, in a scriptwriting assignment, students using ChatGPT generated creative plot twists and multifaceted characters that were often more complex and developed than those seen in the control group. ChatGPT's ability to present alternative perspectives or solutions encouraged students to experiment with non-linear storytelling and explore unconventional narrative structures. This exploration of diverse creative options enabled the experimental group to move beyond the constraints of traditional media production techniques.

Diverse Thinking and Risk-Taking

Another noteworthy observation was that the experimental group displayed a greater willingness to take creative risks. By introducing them to concepts they might not have otherwise thought of, ChatGPT pushed students to think more creatively. For example, one group used ChatGPT to suggest character backstories and settings, resulting in a narrative that incorporated futuristic themes and unconventional character development. The control group, which mostly relied on their own ideas without AI's input, was less likely to engage in this type of creative risk-taking.

Although some critics argued that AI may restrict creativity by limiting students' perspectives (Boden, 2016), the findings of this study indicate that this is not the case. ChatGPT served as a cognitive assistant that enhanced students' creative potential by offering a broad array of diverse ideas rather than constraining them to a particular path.

2. Content Quality: Improved Technical Execution and Coherence

Improved Technical Execution and Coherence

Another significant finding from this study was the improvement in content quality among the experimental group. Students that used ChatGPT created work that was more cohesive, technically proficient, and creative overall than those who only used conventional techniques.

Enhanced Narrative Coherence

One key metric of content quality was narrative coherence—how well the various elements of a story or project aligned and flowed together. The experimental group's efforts in this study received higher coherence ratings. ChatGPT played a crucial role in helping students structure their work logically and maintain consistency in their narratives. For instance, students who used ChatGPT for scriptwriting assignments benefited from recommendations on scene transitions, dialogue pace, and plot structure, which made their works more cohesive and smooth than those of the control group.

ChatGPT also helped students **clarify complex ideas** or messages in their media projects. Students often used the AI tool to rephrase or refine their content, making it more accessible and polished. As a result, the projects produced by the experimental group exhibited **clearer storytelling** and **more compelling arguments** in their digital content, which would likely appeal more to their target audiences.

Technical Execution and Accuracy

In addition to improving narrative coherence, the experimental group's efforts received higher ratings for technical efficacy. ChatGPT made a substantial contribution to media production in areas like language refining, formatting, and grammatical correction. These aspects are crucial in media production, where precision and professionalism are key.

Students who used ChatGPT to write screenplays or storyboards, for instance, profited from the AI's capacity to identify and fix typical grammatical and syntax mistakes, which improved the quality of their work. Furthermore, with AI support, students were able to expedite tedious tasks like editing dialogue or formatting, which led to fewer errors in their final submissions. The control group, on the other hand, which did not have AI support, frequently took longer to edit and polish their work, which resulted in more mistakes and inconsistencies.

Moreover, in the experimental group, the use of ChatGPT helped enhance technical proficiency, especially when it came to script formatting or adhering to specific media industry standards. In the control group, where students prioritized the artistic elements of their work over technical minutiae, this degree of technical polish was frequently absent.

3. Efficiency: Faster Completion and Streamlined Processes

Another important finding of this study was that students who utilized ChatGPT were more productive. Compared to the control group, the experimental group's students finished their assignments 15–20% more quickly. This efficiency was primarily driven by the time saved on brainstorming and drafting stages of the media production process.

Time Saved on Idea Generation and Drafting

In traditional media production, brainstorming and initial drafting stages can often be time-consuming. However, the experimental group said that ChatGPT's help

resulted in significant time savings. Students who were struggling to come up with ideas could simply ask ChatGPT for suggestions, sparking their creativity and enabling them to move forward with their projects more quickly. Similarly, ChatGPT's ability to provide alternative perspectives or draft content allowed students to skip many of the iterative steps usually required during the drafting process.

For example, students who struggled to start their scriptwriting assignments found that ChatGPT's idea generationfeature helped them come up with plot outlines and character arcs in a fraction of the time it would typically take. This initial momentum helped them progress quickly through subsequent stages of the assignment.

Time Efficiency in Revision and Finalization

Furthermore, ChatGPT helped students edit and polish their work more quickly. The AI application enabled students to rapidly refine their writings by providing recommendations for restructuring sentences or enhancing dialogue. Students could therefore spend more time making imaginative choices like honing character development, improving visual storytelling, or trying out various narrative formats. This not only led to a more efficient use of their time but also contributed to higher-quality work.

Students in the control group, on the other hand, devoted more time to initial drafting and revision, frequently going over the same passages more than once. They lacked the speed and flexibility that ChatGPT offered in terms of generating content quickly and refining it in real time.

Task Completion and Deadline Adherence

The increased efficiency in the experimental group also resulted in higher rates of task completion and better adherence to deadlines. Some students in the control group found it difficult to meet deadlines or were required to turn in work that was

insufficiently developed or incomplete. On the other hand, because ChatGPT offered greater structure and support, the experimental group had a higher chance of turning in well-rounded projects on time.

In summary, the findings from this study indicate that the use of ChatGPT significantly enhanced creativity, content quality, and efficiency in student media production assignments. Students who used ChatGPT were able to generate more original ideas, produce higher-quality content with improved coherence and technical execution, and complete their assignments faster than their peers in the control group.

These results imply that ChatGPT and other AI technologies can be extremely helpful in helping students with all stages of the media creation process, from ideation to final edits. Although AI should always be used to enhance human creativity, it can also speed up the learning process so that students may concentrate more on complex creative challenges and less on tedious, time-consuming work.

Moving forward, educators should consider integrating AI tools like ChatGPT into their curricula to enhance learning outcomes and foster more dynamic and innovative student work. To guarantee that students keep control of their work and that AI continues to be a tool for augmenting human creativity rather than taking its place, it is crucial to maintain a balance between AI support and student originality.

THEMATIC ANALYSIS

A thematic analysis table based on the study's main conclusions—creativity, content quality, and efficiency—is shown below.

Thematic Analysis Table

Theme	Sub-theme	Experimental Group (ChatGPT Users)	Control Group (Non-ChatGPT Users)	Key Observations & Analysis
Creativity	**Idea Generation**	- AI-assisted idea generation with ChatGPT led to more varied and original ideas. - Students reported overcoming writer's block more effectively.	- Traditional brainstorming led to slower idea generation. - Students struggled more with initial concept development.	ChatGPT acted as a catalyst for creative thinking, helping students produce a wider range of ideas and overcome mental blocks.
	Diverse Thinking	- ChatGPT encouraged students to explore multiple creative directions, such as alternate plotlines, dialogue, and character arcs. - AI helped students experiment with	- Limited to the students' own creativity, often resulting in more conventional ideas. - Less willingness to take creative	ChatGPT facilitated **diverse thinking** by suggesting novel approaches, enabling students to push creative boundaries.

		unconventional ideas (e.g., futuristic themes, non-linear narratives).	risks.	
	Risk-taking	- Students in the experimental group were more willing to take creative risks, experimenting with unusual plot twists or unconventional characters.	- Control group students took fewer risks, adhering more to conventional, safe choices.	The use of ChatGPT encouraged **creative risk-taking**, making students more comfortable with unconventional creative choices.
Content Quality	**Narrative Coherence**	- Improved coherence in scripts and storylines, as ChatGPT helped organize ideas and maintain structural integrity. - Better flow in narratives due to AI's suggestions for scene transitions and	- Greater challenges in ensuring logical flow and coherence. - Students relied on their own revision, often leading to inconsistencies.	ChatGPT's assistance in **structure and coherence** resulted in higher-quality, well-organized work compared to the control group.

		story arcs.		
	Technical Execution	- Higher technical proficiency in formatting, grammar, and language use. - ChatGPT offered real-time feedback on technical aspects, leading to more polished work.	- More time spent on editing, leading to incomplete revisions. - Higher likelihood of technical errors (e.g., grammar, formatting).	ChatGPT helped students focus on the **creative aspects** while automating technical corrections, improving the **overall quality** of their work.
Efficiency	**Time Spent on Idea Generation**	- Reduced time spent on brainstorming (about 15-20% faster). - Instant feedback from ChatGPT allowed students to move more quickly into the drafting process.	- Longer time spent on idea generation due to lack of instant AI suggestions. - Students often struggled to overcome creative hurdles.	ChatGPT significantly improved **efficiency in idea generation**, saving students considerable time in the early stages of their projects.
	Time Spent on Drafting	- Faster drafting process (due to AI	- Drafting process slower,	The **drafting process** was

	and Revision	suggestions and content generation), allowing more time for revisions and refinement. - Students completed projects more efficiently.	leading to more time spent on revisions. - Repetition in drafts resulted in diminishing returns in terms of time management.	significantly faster for the experimental group due to the **speed of AI feedback** and content generation, allowing them to revise and finalize projects more efficiently.
	Completion and Deadlines	- Higher completion rate, as tasks were done on time with polished results. - Ability to meet deadlines with better-rounded projects.	- Some students in the control group struggled with meeting deadlines or submitted incomplete work. - More time spent on repetitive tasks.	**Time efficiency** was higher in the experimental group, leading to **more on-time completion and** higher-quality submissions.

Explanation of Themes and Sub-themes:

1. **Creativity:**

- **Idea Generation:** ChatGPT was a useful tool for generating fresh concepts, especially when it came to assisting students in getting beyond writer's block and coming up with original ideas for their media projects.
- **Diverse Thinking:** By providing a variety of ideas that they might not have first thought of; AI inspired students to broaden their creative horizons.
- **Risk-taking:** With ChatGPT's help, students were more at ease taking creative risks, which led to more creative and out-of-the-box ideas.

2. **Content Quality:**

- **Narrative Coherence:** ChatGPT helped students maintain structure and consistency in their work, leading to better-coherent narratives. This was especially valuable for media production projects, where logical flow is essential.
- **Technical Execution:** When compared to the control group, ChatGPT's automatic grammar, formatting, and language refinement suggestions produced technically superior, well-polished work.

3. **Efficiency:**

- **Time Spent on Idea Generation:** The use of ChatGPT dramatically reduced the time spent in brainstorming sessions, allowing students to quickly develop ideas and move forward with their projects.
- **Time Spent on Drafting and Revision:** Students were able to devote more time in completing their assignments since ChatGPT's speedy generation and refinement of drafts led to shorter revision cycles.
- **Completion and Deadlines:** The experimental group finished their assignments faster, with higher completion rates and on-time submissions, compared to the control group, who took more time and often submitted incomplete work.

Key Insights and Implications:

- **Creativity:** The rich and varied ideas produced by ChatGPT enabled the experimental group to exhibit improved creative results. Students were able to produce more complex, unique pieces as a result of their increased capacity for creativity and comprehensive thinking.
- **Content Quality:** ChatGPT not only improved the **technical quality** of student work (grammar, formatting, etc.) but also played a crucial role in improving **narrative coherence**. The AI tool's feedback loop helped students refine their ideas and polish their drafts.
- **Efficiency:** The most significant benefit of ChatGPT appeared in terms of **time efficiency**. By streamlining tasks like brainstorming and drafting, students in the experimental group were able to spend more time on creative revisions, ultimately leading to higher-quality outputs and meeting deadlines with greater ease.

This thematic analysis demonstrates that the use of ChatGPT significantly enhanced students' creativity, content quality, and efficiency in producing assignments. The AI technology acted as a helping hand in streamlining routine tasks and fostering a creative environment. By assisting with brainstorming, idea generation, and technical refinement, ChatGPT allowed students to focus more on higher-order creative tasks and produce high quality work in less time.

The results highlighted the potential of incorporating AI into media production education and imply that similar tools can be utilised to improve student performance in other creative fields.

CONCLUSION

The integration of Artificial Intelligence (AI) tools, particularly ChatGPT, into educational contexts, has the potential to transform the teaching-learning process. This study explored the impact of ChatGPT on the originality, content quality, and

efficiency of student in their media production assignments. The results provide important insights into how AI tools can be successfully integrated into higher education by proving that ChatGPT can greatly boost creativity, improve content quality, and increase efficiency.

Creativity in the experimental group was notably more innovative and intricate compared to the control group, suggesting that AI can play a supportive role in stimulating original thought. As a cognitive assistant, ChatGPT helped students get past writer's block, come up with fresh ideas, and simplify their creative processes so they could concentrate more on higher-order creative activities. While some critics worry that AI may homogenize creativity (Boden, 2016), this study found no evidence of such effects. The findings instead suggest that AI can support diverse thinking, particularly when employed as an a supplement to human creativity rather than as a substitute for it.

In terms of content quality, the experimental group produced work that was consistently rated higher in technical proficiency and narrative coherence. This indicates that AI can support the technical aspects of media production assignments, such as structure, grammar, and formatting, allowing students to focus on more complex and creative decisions. Importantly, while AI tools like ChatGPT can reduce cognitive load by assisting with mundane repetitive tasks, the human element is necessary for maintaining that unique, personal touch that characterises a quality production.

Additionally, the study discovered that ChatGPT significantly increased student efficiency. Students finished assignments more quickly and spent less time on standard tasks like drafting and brainstorming. This allowed more time for revision and refinement, which ultimately improved the quality of the final output. While the study focused on immediate effects, it is important to consider the long-term

implications of using AI in education. As AI tools continue to evolve, they may offer even greater potential to support students in their creative endeavors.

Overall, this study provides strong evidence for the potential of AI tools like ChatGPT in media education. However, it is crucial to maintain a balance between the use of AI and the preservation of human creativity. I should be viewed as an aid to human imagination and critical thought, not as a substitute for them.

Looking ahead, there are several areas where further research and exploration are needed. Longitudinal studies could examine the long-term impact of AI tools on students' creative development, skill retention, and collaboration. Additionally, research could explore how AI tools might influence students' ability to work independently or in teams, as well as how AI affects the overall educational experience across diverse disciplines.

SUGGESTIONS/RECOMMENDATIONS

Given the promising findings of this study, the following recommendations are made for integrating AI tools like ChatGPT into media education curriculum. These suggestions seek to guarantee that AI is utilized to improve student learning outcomes while preserving the integrity of the creative process.

1. Integration of AI Tools into the Media Education Curriculum

Including AI tools in the curriculum for media production is the foremost crucial thing that institutions can do. This could be done by creating targeted tasks that call for the use of AI in storyboarding, writing scripts, or digital content creation. Assignments might, for instance, concentrate on using ChatGPT to generate concepts for creative writing projects, short films, etc. Students would be able to see directly how AI can enhance creativity and improve their work.

Media programs should develop guidelines and best practices for using AI tools in assignments. AI should be introduced as a tool for idea generation, revision, and refinement, but students should always be encouraged to incorporate their own

creativity and perspectives. This prevents over-reliance on AI tools and guarantees that the AI's role stays supplemental to the student's original ideas.

2. Training and Support for Educators

Educators play a critical role in facilitating the use of AI in media production. It is crucial that faculty members are not only trained in how to use AI tools like ChatGPT but also how to integrate these tools effectively into their teaching strategies. While promoting independent thought and creativity, educators should possess the knowledge and abilities required to mentor students about the responsible use of AI.

The ethical issues surrounding the use of AI in creative work, such as preventing plagiarism and making sure students are aware of the limitations of AI assistance should be covered in faculty training. Workshops and training sessions could be designed to help instructors integrate AI into the classroom in a way that enhances the learning experience without diminishing student engagement or creativity.

Furthermore, educators need to be driven to produce AI-enhanced assignments that integrate the technical and artistic facets of media production. Students might be asked to utilize AI to develop a script for an assignment, for instance, and then be challenged to modify it using their own original ideas. With this method, students could investigate the possibilities of AI while maintaining their individual artistic flair.

3. Fostering a Balanced Approach to AI Use

Maintaining a balance between AI support and human innovation is crucial, even if AI has demonstrated significant promise in boosting creativity and efficiency. Institutions should provide assignments that challenge students to make important, creative judgments at every stage of the production process in order to prevent an over-reliance on AI. For instance, students could be asked to individually revise

the content after utilizing ChatGPT to create an initial draft or plot, making sure that their work reflects their unique inventiveness and voice.

Moreover, students should be encouraged to critically evaluate the content generated by AI tools. For instance, when using ChatGPT to brainstorm ideas, students should be prompted to assess the originality, relevance, and alignment of AI-generated suggestions with their project's goals. Instead of replacing students' creative and intellectual endeavors, this approach guarantees that AI acts as a stimulant for creativity.

4. Ethical and Responsible Use of AI

It is vital to address the ethical considerations surrounding the use of AI tools in education. Clear norms and academic integrity policies are necessary to reduce the possibility of misuse, such as producing copied content or depending too much on AI. It is important to educate students about the moral ramifications of utilizing AI in their work, including concerns about authorship, intellectual property, and the originality of creative content.

Institutions of higher learning need to think about creating AI literacy curricula that cover both the ethical and practical applications of AI. Students could learn about the possible drawbacks of AI through these programs, such as biases in AI algorithms, the decline in creative authenticity, and the consequences for their future employment in the creative industries.

5. Long-Term Research and Evaluation

Long-term research is necessary to completely comprehend how AI is affecting media education. Research should look at how ChatGPT and other AI tools affect students' capacity to work together in group assignments, their general development as content creators, and their creative progress over time. Longitudinal studies could also explore how AI shapes students' understanding of

media production concepts and its impact on their career trajectories in creative fields.

Institutions should also keep evaluating how well AI is incorporated into their curricula. This might entail getting staff and student input on how beneficial AI technologies are for the learning process and modifying the curriculum accordingly. To guarantee that students are prepared for the future of media production, media education programs must continue to be adaptable and flexible as AI technology develops.

6. Collaboration with Industry Experts

Finally, to stay ahead of technological advancements, educational institutions should seek collaborations with industry professionals and AI developers. Media schools may stay up to date on the newest developments in AI-assisted media production and make sure their curriculum is still relevant to industry demands by collaborating with AI technology businesses. Industry partnerships could also provide students with access to the latest AI tools and real-world scenarios, enhancing their readiness for careers in media production.

Final Thoughts

The integration of AI tools like ChatGPT into media production education offers significant opportunities to enhance creativity, efficiency, and content quality. By using a well-rounded approach, offering sufficient guidance, and addressing moral dilemmas, teachers may guarantee that students maximize these potent resources without sacrificing their creative independence. As AI continues to evolve, the role it plays in shaping the future of media production education will only become more pronounced, offering new opportunities for students to explore, create, and innovate.

REFERENCES

- Boden, M. A. (2016). Creativity and art: Three roads to surprise. Oxford University Press.
- Dillenbourg, P. (2016). The evolution of AI in education: From cognitive tutors to collaborative tools. Springer.
- Floridi, L., & Chiriatti, M. (2020). GPT-3: Its nature, scope, and implications. Minds and Machines, 30(5), 681–694. https://doi.org/10.1007/s11023-020-09548-1
- Kasneci, E., et al. (2023). Artificial intelligence in education: Ethical issues and challenges. Journal of Educational Technology Research, 49(2), 110–134. https://doi.org/10.1007/s11423-023-10014-6
- Luckin, R., et al. (2018). Artificial intelligence and future learning: Positive practices and ethical considerations. Learning Media International, 2(3), 145–160. https://doi.org/10.1080/14681360.2018.1538134
- McCormick, M., et al. (2021). Generative AI and divergent thinking in creativity research. Psychology of Creativity, 29(3), 345–356. https://doi.org/10.1037/cre0000253
- Siau, K., & Wang, W. (2018). Artificial intelligence in education: A review and future directions. International Journal of Information Systems Education, 17(1), 1–15. https://doi.org/10.2139/ssrn.3175634
- Stocchetti, M. (2022). AI and creative learning: Rethinking pedagogies for digital media. Journal of Creative Digital Media, 15(3), 345–361. https://doi.org/10.1080/20425239.2022.2084559
- van Dis, E. A., et al. (2023). ChatGPT in higher education: Opportunities and challenges. Nature Machine Intelligence, 5(2), 123–130. https://doi.org/10.1038/s41586-023-00516-4
- Woolf, B. P., et al. (2021). AI in education: Building intelligent tutors to develop creative skills. Computational Creativity Journal, 10(4), 221–249.https://doi.org/10.1007/s12555-021-00447-x

☆☆☆